

Technical Committee Report and Curriculum Guide

For

*Family Health and Wellness*

FC 0302



Idaho Professional-Technical Education

*This report was prepared by  
Idaho State University  
for the  
Idaho Division of Professional-Technical Education  
Family and Consumer Sciences Education  
Boise, Idaho*

August 2002

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## **INTRODUCTION**

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education involves active participation of industry representatives and educators. For development of the Family Health and Wellness curriculum the majority of committee members were educators who have taught or have an interest in teaching Family Health and Wellness. Industry personnel were included, as part of the committee to discover what they believe Family Health and Wellness students should know upon leaving the class. State staff and university personnel, using the National Standards for Family and Consumers Sciences Education and the current Idaho Family Health and Wellness guide, developed the new Family Health and Wellness curriculum framework. All of the current Idaho Achievement Standards for Health are integrated throughout the curriculum framework. This report was prepared upon completion of the committee's assignment. The list of competencies and performance indicators prepared by committee members reflects the knowledge and skills currently recommended for students in the Family Health and Wellness course. Students who complete this course will be better prepared to meet the challenges of living and working in today's society.

The result of the work of the curriculum committee members is this statewide curriculum guide. These individuals have written overall outcomes, competencies, and performance indicators. The committee prepared materials in a competency-based format to have an effective and efficient methodology for determining student progress. The statewide guides are designed as the primary determiner of the program content. It is not the intent of the State Division of Professional-Technical Education that all programs are designed exactly the same, but assurance is needed that the program meets the minimum standards for operation. Schools offering Family and Consumer Sciences Education should use advisory committees to reflect local and community needs.

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## **ACKNOWLEDGEMENTS**

The curriculum committee process involved personnel from Idaho high schools, business and industry, Idaho State University, and the Idaho Division of Professional-Technical Education. These people serve with the approval of their employers. The Division of Professional-Technical Education provides reimbursement for travel and meal expenses. The Idaho Divisions of Professional-Technical Education is appreciative of the opportunity to meet with these committee members and to their employers for permitting them to do so. The following people gave their time, energy, and expertise in the development of this curriculum framework:

### **Curriculum Committee Members**

Teresa Clampitt, Instructor  
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## **FAMILY HEALTH AND WELLNESS**

### **COURSE DESCRIPTION:**

The Family Health and Wellness curriculum focuses on the young adult as an individual preparing for responsibilities related to personal and family health. The student will gain insight into healthy lifestyles, the lifecycle, healthy relationships, consumer health, community and global health, and careers in the field. Family Health and Wellness is designed as a one-semester/trimester class recommended for students grades 9 through 12. A career exploration in a health occupation as a part of this course is desirable.

### **IMPORTANT INFORMATION**

#### **Delivery of the Family Health and Wellness Curriculum**

It is recommended that this course emphasize full-class participation, teamwork, and individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on problem-based instruction that is designed to enable and inspire students to plan and take actions for the well being of personal and family wellness in the home, workplace, community, and world.

#### **Teacher Qualifications**

The teacher of this course must have a standard Secondary Teaching Certificate with an endorsement in Family and Consumer Sciences. To grant the Health credit required for graduation, the teacher must also have a Health endorsement.

#### **Length and Level of this Course**

This course is a one-semester/trimester experience at the 9<sup>th</sup> through 12<sup>th</sup> grade level.

#### **Recommended Resources**

**Family Health and Wellness Activity/Resource Guide, 2002**

**Resources from the current curricular materials Idaho Adoption Guide for Family and Consumer Sciences or Health.**

#### **Career Pathways**

This course is recommended for all students as the content helps students develop essential skills necessary for making decisions about personal and family health. Occupational areas related to the Family Health and Wellness curriculum would be in the Health Services Pathway.

CURRICULUM FRAMEWORK      PROGRAM AREA: Family and Consumer Sciences

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: August, 2002

COURSE TITLE: Family Health and Wellness                      FC 0302

PROFESSIONAL-TECHNICAL EDUCATION # 396

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I.      MAJOR CONCEPTS/CONTENT:

Family Health and Wellness addresses the specific needs of students in the 9<sup>th</sup> through 12<sup>th</sup> grades. With the increasing need to become contributing adults, students must have the knowledge and skills to make healthy decisions for themselves and their families.

II.     WORK-BASED LEARNING ACTIVITIES:

It is recommended that students select a work environment for observation or actual work experience depending on available opportunities.

III.    INTENDED OUTCOMES:

After successfully completing this course, the student will be able to:

- 01.    EXAMINE THE ELEMENTS OF A HEALTHY LIFESTYLE**
- 02.    EXAMINE HEALTH ISSUES ASSOCIATED WITH EACH LIFECYCLE STAGE**
- 03.    EXAMINE HEALTHY FAMILY AND LIFELONG RELATIONSHIPS**
- 04.    EXAMINE THE IMPORTANCE OF CONSUMER HEALTH**
- 05.    EXAMINE INTERRELATIONSHIPS BETWEEN THE INDIVIDUAL, COMMUNITY, AND GLOBAL HEALTH**
- 06.    EXPLORE HEALTH CAREERS**

IV.    NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION:

- 1.0    Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities.**
- 2.0    Evaluate management practices related to the human, economic, and environment resources.**
- 3.0    Integrate knowledge, skills, and practices required for careers in consumer services.**
- 5.0    Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.**
- 6.0    Evaluate the significance of family and its impact on the well-being of individuals and society.**

- 7.0 Integrate knowledge, skills and practices required for careers in family and community services.**
- 9.0 Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.**
- 12.0 Analyze factors that impact human growth and development.**
- 13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.**
- 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.**

V. IDAHO ACHIEVEMENT STANDARDS FOR HEALTH

840. HEALTH STANDARDS – GRADES 9 THROUGH 12, SECTIONS 841 THROUGH 845.

841. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:
01. Acquire the essential skills to lead a healthy life.	a. Assess the benefits of proper nutrition and regular physical activity on the health of humans throughout the life cycle.
	b. Assess how personal health issues change during life (puberty, aging, disability, serious illness/injury).
	c. Evaluate the psychological, social, emotional, and physical implications of human sexuality in developing and maintaining a responsible and healthy lifestyle.
	d. Demonstrate knowledge and concepts of basic injury prevention, emergency care, and crisis management procedures.
	e. Identify and evaluate the prevention, causes, symptoms, treatment, and consequences of diseases and disorders.
	f. Assess environmental and other external factors that affect individual and community health (public health policies, governmental regulations, research).

(SD)

842. RISK TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Assess the consequences of sexual activity (unplanned pregnancy, STDs, emotional distress).
	b. Assess the short and long-term consequences of tobacco, alcohol, and other drugs (use, misuse, abuse, dependency).
	c. Evaluate the impact of risky behaviors on personal and community health.

(SD)

843. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:
01. Demonstrate the ability to use communication skills to enhance health.	a. Analyze the causes and effects of conflict in schools, families, workplaces, and communities.
	b. Demonstrate and evaluate communication skills that enhance intra-personal health (coping skills, self-efficacy, affirmations, refusal skills, conflict resolution).
	c. Relate how effective interpersonal communication skills can be used to build, maintain, and enhance interactions between family, peers, workplace, and society.

**844. CONSUMER HEALTH.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Organize, analyze, and apply health information practices and services appropriate for individual needs.	<b>a.</b> Evaluate the validity of health information, products and services (advertising claims, quackery, fraudulence, health-related research).
	<b>b.</b> Evaluate resources from home, school, library, and the community that provides valid health care information.
	<b>c.</b> Evaluate factors and situations that influence personal selection of health care products and services (when to seek treatment, when or what product to use).
	<b>d.</b> Analyze the cost and accessibility of health care services.

(SD)

**845. MENTAL AND EMOTIONAL WELLNESS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and demonstrate the key components to positive mental and emotional health.	<b>a.</b> Assess strategies for coping with and overcoming feelings of stress (rejection, social isolation, other forms of stress, burnout).
	<b>b.</b> Identify methods for addressing mental and emotional concerns (depression, grief, eating disorders, suicide).

**01. CONTENT STANDARD: EXAMINE THE ELEMENTS OF A HEALTHY LIFESTYLE.**

**01.01 COMPETENCY: Analyze responsible behavior as it relates to a healthy lifestyle.**

PERFORMANCE INDICATORS:

1. Assess values related to the area of personal health.
2. Identify external pressures that affect personal health and wellness decisions.
3. Assess the short-term and long-term consequences of tobacco, alcohol, and drug use.
4. Analyze possible consequences of sexual activity.
5. Develop strategies to promote safe environments.
6. Demonstrate safe and respectful behaviors at home, school, and within the community.

**01.02 COMPETENCY: Examine strategies that promote making healthy food choices.**

PERFORMANCE INDICATORS:

1. Evaluate products based on their nutritional value.
2. Practice making healthy food choices based on the Food Guide Pyramid and the Dietary Guidelines for Americans.
3. Analyze individual needs for calories and nutrients.
4. Identify long-term effects of poor nutrition practices.

**01.03 COMPETENCY: Evaluate physical activities as they relate to personal health.**

PERFORMANCE INDICATORS:

1. Identify short-term and long-term benefits of active living.
2. Explore a variety of physical activities.
3. Develop a plan for active living.
4. Practice physical activities that enhance personal wellness.

**01.04 COMPETENCY: Analyze the importance of maintaining mental and emotional health throughout the lifespan.**

PERFORMANCE INDICATORS:

1. Examine signs, symptoms, and causes of mental and emotional disorders.
2. Identify methods for addressing mental and emotional concerns.
3. Analyze strategies for coping with and overcoming feelings of stress.
4. Analyze how emotional maturity contributes to wellness.

**02. CONTENT STANDARD: EXAMINE HEALTH ISSUES ASSOCIATED WITH EACH LIFECYCLE STAGE.**

**02.01 COMPETENCY: Examine aspects of prenatal health.**

PERFORMANCE INDICATORS:

1. Describe the stages of physical growth of mother and child during the prenatal period.
2. Investigate adequate prenatal health care.
3. Analyze the importance of nutrition during pregnancy.
4. Identify health risks and diseases associated with pregnancy.

**02.02 COMPETENCY: Examine the elements of childhood.**

PERFORMANCE INDICATORS:

1. Describe physical growth patterns from birth through childhood.
2. Explain mental, social and emotional health through childhood.
3. Identify prevention, symptoms, and treatments of childhood diseases.
4. Examine products and toys for childhood safety.

**02.03 COMPETENCY: Examine health issues during adolescence.**

PERFORMANCE INDICATORS:

1. Examine physical changes that occur during puberty.
2. Analyze mental and emotional stability during adolescence.
3. Evaluate societal effects on body image.
4. Develop a positive body image.
5. Identify health risks and diseases associated with adolescence.

**02.04 COMPETENCY: Examine changes that occur during the stages of adulthood.**

PERFORMANCE INDICATORS:

1. Analyze health needs specific to the stages of adulthood.
2. Evaluate the prevention, causes, symptoms, treatment, and consequences of life threatening diseases.
3. Explore the care required for ill children or parents during the lifecycle.
4. Analyze the impact of aging on one's lifestyle.
5. Examine the health needs of older adults.
6. Describe the financial impact of the lifecycle stages.
7. Examine issues related to aging, death, and dying.

**03. CONTENT STANDARD: EXAMINE HEALTHY FAMILY AND LIFELONG RELATIONSHIPS.**

**03.01 COMPETENCY: Demonstrate positive communication skills.**

**PERFORMANCE INDICATORS:**

1. Describe how effective communication skills can be used to build, maintain, and enhance interactions within family, peers, workplace, and society.
2. Analyze listening, verbal, nonverbal, and written communication.
3. Identify strategies to promote a positive self-image and resist self-defeating behaviors.

**03.02 COMPETENCY: Evaluate causes and effects of conflict in relationships.**

**PERFORMANCE INDICATORS:**

1. Examine conflict as a natural part of life.
2. Identify physical and emotional signs that indicate conflict.
3. Identify steps in managing and resolving conflict situations.
4. Develop coping strategies for conflict.
5. Practice managing conflict situations.
6. Explore sources of help for conflict relationships.

**03.03 COMPETENCY: Analyze healthy relationships throughout the lifecycle.**

**PERFORMANCE INDICATORS:**

1. Identify relationships through the lifecycle.
2. Describe characteristics of healthy relationships.
3. Analyze how healthy relationships contribute to physical, emotional, and social health.
4. Describe the different family types and the roles and responsibilities of family members.
7. Examine the skills necessary to balance work and family.
8. Develop skills to build, maintain, and dissolve relationships in a healthy manner.

**03.04 COMPETENCY: Analyze critical issues that impact family's health.**

PERFORMANCE INDICATORS:

1. Analyze the effects of injury and illness on family life.
2. Examine the impact of death in a family.
3. Assess the effects unemployment.
4. Investigate the effects of divorce on a family.
5. Analyze the impact of addiction on the family.
6. Explore sources of help for families.

**04. CONTENT STANDARD: EXAMINE THE IMPORTANCE OF CONSUMER HEALTH.**

**04.01 COMPETENCY: Evaluate the validity of health information and services.**

**PERFORMANCE INDICATORS:**

1. Evaluate health advertising and claims.
2. Identify strategies to recognize quackery, scams, and fraud.
3. Evaluate health care information from home, school, library, community, and Internet resources for validity.

**04.02 COMPETENCY: Examine factors and situations that influence personal selection of healthcare products and services.**

**PERFORMANCE INDICATORS:**

1. Evaluate how values, attitudes, and beliefs impact consumer choices of healthcare products and services.
2. Analyze how advertising and the media affect consumer choice of healthcare products and services.
3. Analyze the impact of peer opinions on decision-making.
4. Develop an awareness of product recalls and their implications.

**04.03 COMPETENCY: Examine the importance of choosing healthy entertainment.**

**PERFORMANCE INDICATORS:**

1. Employ decision-making to make healthy entertainment choices.
2. Identify how technology influences behavior.
3. Analyze the difference between real life and life portrayed through entertainment.
4. Outline characteristics of healthy entertainment choices.

**04.04 COMPETENCY: Analyze consumer rights and responsibilities related to health.**

**PERFORMANCE INDICATORS:**

1. Identify local, state, and national organizations consumers can utilize for health protection and information.
2. Research information about products and services.
3. Analyze consumer recourse related to health products and services.

**04.05 COMPETENCY: Analyze the cost and accessibility of health care services.**

PERFORMANCE INDICATORS:

1. Identify available health care services.
2. Compare the cost and benefits of health plans.
3. Examine health benefits acquired through the workplace.
4. Identify the value of human resources in providing health care.
5. Examine the implications of national health care benefits.

**05. CONTENT STANDARD: EXAMINE INTERRELATIONSHIPS BETWEEN THE INDIVIDUAL, COMMUNITY, AND GLOBAL HEALTH.**

**05.01 COMPETENCY: Assess environmental factors that affect health.**

PERFORMANCE INDICATORS:

1. Analyze the impact the environment has on places to live, work, and recreate.
2. Analyze how environmental factors can affect the soil, air, food, and water supply.
3. Investigate noise as a factor affecting health.
4. Demonstrate ways to conserve energy and natural resources.

**05.02 COMPETENCY: Examine interrelationships between the environment, individual, and community.**

PERFORMANCE INDICATORS:

1. Analyze the importance of being a health advocate in the community.
2. Assess the environment of the community related to health and wellness.
3. Analyze personal health as it relates to the work environment.
4. Evaluate a work environment for potential health and safety issues.
5. Develop an awareness of the needs of persons with disabilities and illnesses.
6. Promote a healthy community environment.

**05.03 COMPETENCY: Analyze global health.**

PERFORMANCE INDICATORS:

1. Analyze the concept of world population.
2. Analyze world hunger and undernutrition.
3. Examine global conditions and prevalent diseases as they relate to health.
4. Analyze how cultural differences affect global health.
5. Explore global agencies that contribute to health and wellness.

**06. CONTENT STANDARD: EXPLORE HEALTH CAREERS.**

**06.01 COMPETENCY: Research options in the health career area.**

PERFORMANCE INDICATORS:

1. Identify careers available in health related fields.
2. Evaluate educational requirements, certifications, and/or licensures required for health service positions.
3. Investigate the health and fitness requirements for the health professions.

**\*06.02 COMPETENCY: Research opportunities for teens in health careers.**

PERFORMANCE INDICATORS:

1. Develop an awareness of a health career by volunteering.
2. Evaluate a health career through a part-time or summer job.
3. Investigate potential careers through health occupations classes.
4. Explore a health career by participating in an internship or apprenticeship.

\* Include, exclude, or adjust for school or community guidelines.

## Suggested Scope and Sequence Family Health and Wellness (90 Hours)

- |             |   |
|-------------|---|
| 15-20 Hours | 1. Healthy lifestyle <ul style="list-style-type: none"><li>A. Essential skills for a healthy life</li><li>B. Health enhancing behaviors</li><li>C. Reducing risky behaviors</li><li>D. Nutrition practices</li><li>E. Human sexuality</li></ul> |
| 15-20 Hours | 2. Health through the lifecycle <ul style="list-style-type: none"><li>A. Life-long health issues</li><li>B. How personal health changes</li><li>C. Disease and disorders</li></ul>  |
| 10-15 Hours | 3. Healthy relationships <ul style="list-style-type: none"><li>A. Healthy communication</li><li>B. Managing conflict</li><li>C. Relationships throughout the lifecycle</li><li>D. Family health</li></ul>                                       |
| 15-20 Hours | 4. Consumer Health <ul style="list-style-type: none"><li>A. Health information</li><li>B. Health services</li><li>C. Health products</li><li>D. Health resources</li><li>E. Health care</li></ul>   |
| 10-20 Hours | 5. Interrelationship of individual, community, and global health <ul style="list-style-type: none"><li>A. Environmental factors affecting health and wellness</li><li>B. Global health issues</li></ul>   |
| 5-10 Hours  | 6. Careers in health <ul style="list-style-type: none"><li>A. Health related careers</li><li>B. Opportunities for health career exploration</li></ul>   |

# Family and Consumer Sciences Education

## Family Health and Wellness

Activity/Resource Guide  
August, 2002

Grades 9-12

*Developed by*  
Idaho State University  
Family and Consumer Sciences  
for  
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**August, 2002**

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